

Early Years Policy



Name of School: **Earls Barton Primary School**

Committee/ Person(s) Responsible: **EYFS Lead and EYFS Governors**

Distribution : **Governors and Website**

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Document Reviews

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Introduction

At Earls Barton Primary School we aim to provide our children with the best quality early education, therefore we ensure that our Foundation setting is underpinned by our knowledge of the Early Years Foundation philosophy and guided by the principles set out in the EYFS framework. The geography of the school and the school building has been taken into account when planning the indoor and outdoor curriculum.

Aims

At Earls Barton Primary School, we aim to:

- Provide a safe, challenging, stimulating and caring environment which is sensitive to all children's needs.
- Provide an EYFS curriculum that is based on using play and language as a vehicle for learning.
- Plan a curriculum that is based on the needs and interests of the children by using ongoing observations and evaluations.
- Ensure that we foster and promote independence in learning.
- Provide a balance of adult focused, adult structured and child initiated opportunities.
- Make use of our learning environments to ensure that children access all areas of the curriculum through continuous provision.
- Ensure that adults intervene sensitively in children's play to extend children's learning, thinking, and problem solving and language development.

Context and organisation for curriculum delivery

In the Foundation Stage we plan and deliver the EYFS curriculum through a themed topic approach, using the EYFS development matters statements appropriate to the needs and abilities of our children. This ensures that the topics we teach will cover all 7 areas of the EYFS Curriculum both indoors and out.

In the Foundation Stage at Earls Barton Primary School collective worship takes place on a daily basis. Children attend the weekly awareness assembly and start to attend more assemblies throughout the autumn term so that they can share their collective worship learning with the Key Stage One children.



To organise our curriculum, we:

Ensure a long term curriculum overview is written that ensures coverage of development matters statements, Early Learning goals and planning for children who are working within and beyond exceeding levels.

Ensure that each topic planned will have a long term topic overview that will outline how objectives will be delivered, how language and vocabulary will be developed and the knowledge and skills that will be achieved.

Ensure that each topic map is building upon the children's prior knowledge and understanding, and formed by the on-going assessment and observation process.

Use the Northamptonshire agreed syllabus to plan and deliver RE.

Use the Real PE scheme to ensure that key skills are taught throughout the year. These will be linked to the Development Matters statements.

Continuous and enhanced provision

In our Foundation Stage setting we provide and plan for areas of continuous provision. These areas are available on a daily basis for children to select resources from. We also ensure that the provision we are enhancing is linked to the weekly learning intentions/development matters statements, children's needs, interests and skill development.

To achieve this we ensure that:

- Areas of continuous provision are modelled to children.
- Children can self-select the resources that they need to follow their own lines of enquiry.
- We provide open ended resources that provide challenge.
- Areas of continuous provision are planned to support skill development.
- Children can take resources from one area to another to support their learning.
- Continuous provision plans are altered, enhanced and evaluated to support the next steps in learning and children's interests.

Timetabling of the day

The timetable of the day is set up to ensure that the children have periods of time to become engaged in their play and follow their own lines of enquiry. Children know that they can return to a project that they have started and the adults in the setting value and support children to do this. Throughout the day we ensure a balance of adult focused teaching sessions as a whole class and as a small group. We also ensure



that independent tasks are planned for the children to complete. In addition to this there are opportunities for children to initiate their play and apply new learning. During these sessions the adults in the setting will be observing play to see where it is appropriate to intervene and extend learning through questioning that challenges children's thinking. As the year moves on there will be a shift in the balance of teaching sessions as we prepare children for the transition into Key Stage One.

To achieve this we aim to:

- Provide a timetable within the school context that gives children time to follow their own lines of enquiry and return and complete projects.
- Plan challenging independent tasks that link to the weekly learning intentions set out in the short term planning.
- Plan adult focused teaching sessions, including a daily phonics session.
- Provide opportunities for children to initiate their own learning.

Partnership with Parents and Community

At Earls Barton Primary School we believe that parents have a crucial role to play in their children's development, as their primary educators. Therefore we feel it is important to demonstrate a commitment to inclusion by encouraging and valuing partnerships between children, parents, staff, governors, the LEA and the local community. We provide visits into the local community for the children to further develop their learning and also regular visitors to school to support this. Parents are encouraged to help in school (subject to police clearance). Termly curriculum information sheets are available on the school website. Parents are asked to share with the school their children's achievements at home. These are then celebrated at school and recorded on a display. Parents are also encouraged to complete observations on their child and return them to school. This ensures that parents are also contributing to the Early Years Foundation Stage profile.

Parents are also encouraged to read with their children and practise the phonemes that children have learnt in school. To support these parents are invited to attend an information evening and learn about the teaching of phonics and reading. Phonics information will be sent home weekly so that children can share their learning.

Curriculum in action for parents

At Earls Barton Primary School we provide regular curriculum in action sessions for parents so they get the opportunity to see how different areas of the curriculum are taught.



To achieve this we:

- Provide an environment where parents are welcomed and good working relationships are created.
- Provide parents with information sessions on how they can support their children at school and at home.
- Provide opportunities for parents to contribute to children's profiles and learning journeys.
- Communicate with parents through curriculum newsletters, school website and parent mail.

Admissions

There are 75 places in the Foundation Stage and parents are asked to apply for a place. If the school is oversubscribed the Local Education Authority will select for a place using the following criteria:

1. Children in public care or previously in public care but immediately after being looked after became subject to an adoption, residence/child arrangements order or special guardianship order.
2. Pupils who live in the linked area.
3. Pupils with a brother or sister continuing at the school at the time of admission of the child.
4. Other pupils.

Parents have a right to appeal if they do not get their preferred place. Application are completed online through the Northamptonshire County Council website.

Transition/Induction Arrangements

It is important that transition from setting to setting and between key stages provides as much continuity as possible to ensure that children feel confident, safe and secure.

On entry to the Foundation Stage Earls Barton Primary School practitioners visit many of the pre-school settings to meet the children in an environment familiar to them.

At the end of June the children spend an afternoon in school with their parents and the following week they have an afternoon in school on their own.

At the beginning of July parents are invited to an evening meeting where they learn about the day to day running of the school, including voluntary help in school and the role of the PTA. We also offer a curriculum evening to inform parents as to the educational opportunities which their children will experience.



In September home visits are offered to all families with the child's class teacher and teaching assistants. Class teachers receive transition documents from pre-school settings which they use to help form initial baseline assessments on children to ensure planning meets the children's needs and builds on what they already know and can do. Continuity and smooth transition continues when the Foundation Stage children move into KS1 with the children spending two days in their new class (in the second half of the summer term) Foundation Stage and KS1 staff also meet to discuss individual children's needs and profiles and other records are transferred to Year 1 staff to aid the transition between the Key Stages.

Attendance

In the first three weeks of the autumn term children in the Foundation Stage attend school on a part-time basis (either mornings or afternoons). There is also an opportunity for children to experience lunchtimes for two days whilst they are still part time. From week four onwards the children may attend full time. However, a flexible arrangement can be made during the autumn term if parents feel that it would be more appropriate for their child to attend school on a part time basis. This is, of course, subject to agreement following discussion with staff and parents.

Play

Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge.

The role of the practitioner is crucial in:

- Planning and resourcing a challenging environment
- Supporting children's learning through planned play activity
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play

Through play, in a secure environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practice and build up ideas, concepts, skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk or rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express fears or re-live anxious experiences in controlled and safe situations



At Earls Barton Primary School we aim to promote the concept of diversity and offer a flexible learning environment to meet a range of learning styles and needs. Our school is committed to planning to meet the needs of both boys and girls, children with special educational needs, children who are gifted and talented, children with disabilities, children from all social, cultural and religious backgrounds and children of different ethnic groups. We believe that an awareness and understanding of the requirements of equal opportunities that cover race, gender and disability and of the code of practice on the identification and assessment of special educational needs is essential.

Foundation Stage Leaders role and responsibilities

It is the responsibility of the Foundation Stage Leader to:

- Lead a team of practitioners
- Provide guidance, advice and support
- Exemplify the highest standards of teaching and learning across the Early Years team
- Keep abreast of new and updated Early Years practice and research and inform the team of this
- Provide a supportive, secure, caring, stimulating and respectful environment
- Provide a well-planned, balanced curriculum based on the Foundation Stage Seven Areas of learning that meet all individual needs and offers opportunities for autonomous learning

In relation to planning, organisation, monitoring, assessment and resources:

- Prepare, implement and review a Foundation Stage action plan.
- Provide support to families and children during transitional periods and develop and nurture a strong relationship between families and the setting
- Develop links and liaise with the Community, local cluster settings, school Governors and other relevant outside agencies

The Foundation Stage team will adhere to the school's Relationships and Behaviour Policy and Health and Safety Policy. Appropriate risk assessments are carried out prior to visits out and about and activities in the outside or creative areas, and one member of staff is always based in each of the areas being used to ensure children's learning is moved forward through observation, evaluation, intervening in play and where appropriate to provide further challenge.